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CANADA

HOW TO TAKE CARE OF THE CHILDREN

THE LITTLE BLUE BOOKS
MOTHER'S SERIES

ISSUED BY
DEPARTMENT OF HEALTH, CANADA
OTTAWA

As They, So I

"I like to think that back of me for age on age
A company of loving women stand,
The incense of whose love lends fragrance to the page
That I am writing with my own frail hand.
It stays my weakness when I feel they lived and loved,
And walked along the pathway I have come,
And that they knew the sense of service as they moved
In all the happy ministries of home.
The dress they wore, the flesh that bore their spirit's grace,
The ruthless years have moulded into dust;
It is my hour now to fill their vacant place
And hold aloft this lamp of love and trust.
And when I, too, shall slip beyond the things I see,
I crave to leave within the world I know
A little woman child, whose mother heart shall be
A place where tender herbs of healing grow;
Who shall take up the lamp of service and of love
And all the joy and pain of womanhood,
And bear it high life's round of petty cares above
And glorify the place where once I stood."

—*Anonymous.*

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The Canadian Government Motion Picture Bureau.

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DEPARTMENT OF HEALTH

HOW TO TAKE CARE OF THE CHILDREN

BY

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Chief of the Division of Child Welfare

THE LITTLE BLUE BOOKS

MOTHER'S SERIES

OTTAWA

F. A. ACLAND

PRINTER TO THE KING'S MOST EXCELLENT MAJESTY

1923

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"I saw this day sweet flowers grow thick—
But not one like the child did pick.

I heard the packhounds in green park—
But no dog like the child heard bark.

I heard this day bird after bird—
But not one like the child has heard.

A hundred butterflies saw I—
But not one like the child saw fly.

I saw the horses roll in grass—
But no horse like the child saw pass.

My world this day has lovely been—
But not like what the child has seen."

—William Henry Davies.

"Don't let your son's schooling interfere too much with his education."

—Mark Twain.

"It is a great folly to heap up wealth for our children, and not to take care concerning the children for whom we get it."

—Jeremy Taylor.

"No artist work is so high, so noble, so grand, so enduring, so important for all time, as the making of character in a child."

—Charlotte Cushman.

"The ideas of little children are very limited. They are not always very ready to recognize the claims of "gutter children" or outsiders. The story of home life is the story of the growth of the child and the training of his capacity for taking the whole world into his heart; and Jesus has done that with men and women, who are harder to teach than little children."

—T. R. Glover.

"Some day the world will need a man. I stand beside his cot at night
And wonder if I'm teaching him, as best I can, to know the right.
I am the mother of a boy—his life is mine to make or mar,
And he no better can become than what my daily teachings are.
There will be need for some one great—I dare not falter from the line,
The man that is to serve the world, may be your little boy or mine."

"Almost everyone feels that he has something to say to, and of, a little child, and there are few people who do not bear a kind expression of face when looking at children."

". . . . After all, the child is a personality, and as such has an individuality of its own locked up inside it. We do not make the human being, we only live alongside of it, for our own good, as well as for its good; and even if we do not always quite understand, our steady love and steady holding on to what is straight, and right, and good for the child generally, makes an atmosphere in which it can thrive, and eventually brings to us the joy of companionship and of friendship of the best kind."

Mrs. A. H. D. Acland.

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HOW TO TAKE CARE OF THE CHILDREN

"You sleep upon your Mother's breast,
Your race begun.
A welcome, long a wished-for guest,
Whose age is one."

Human beings are first born and then made. The parents do more than anyone else to make —or mar—the character, conduct, health and therefore the life and happiness of the child and future citizen. Love, wisdom and patience can have no greater sphere and no greater reward than in the nurture and care of children. Our children will be what they are born to be and what we make them.

Mother was married when she was about twenty-two, and the baby was born when she was twenty-four. But she looked nearly as young when her last baby was born as when her first-born came.

"Sometimes I fancy I would like to have a baby," she said on her thirty-fifth birthday.

"Grandmother was married when she was eighteen and her children did not come too fast, and she had just as many sons and daughters as Queen Victoria had."

Being a Mother is Big Business

Father knows that being a Mother is Big Business. I think Mother taught him that after they were married. So Father gave her half his business income for herself and the home as soon as they were married, and by and by he gave her a bigger half because there was the baby and because she was such a good manager. He did not spend all his half of the income and neither did she. They both saved some of it.

Being a mother is the highest of all professions and the greatest of all undertakings. Nothing that she can know is useless to a mother. She can use it all. The mother reports for special duty about 250 days before the baby is born and she is never demobilised until she meets the Bearer of the Great Invitation. Mother, at ninety years, is Mother still.

Mother takes care of us all, and she takes care of herself so that she can take care of everybody else. Mother was very clever and one of the cleverest things about her was that she thought so much about the future as well as the present and that she realized how people in this world have to live and work in and with their bodies. So she never forgot to take care of her body, nor of her mind either. She never

did anything for the children that they could do for themselves. She knew they loved doing things.

Three Kinds of Children

There are three kinds of Children—Babies, Little Children and Big Children. When a baby nurses for the last time at the mother's breast, he or she ceases to be a baby and begins to be a Little Child who can walk and talk. When they go to school Little Children begin to be Big Children. Eight years old is soon enough. When they are thirteen, fourteen or fifteen, (I hope they don't leave school yet), they are not children any more but "Young Persons."

It is the babies and little children who need care most. If they grow strong and healthy then they likely have health and strength for life-long possessions.

Beginning to Talk

It is a wonderful time when children begin to talk. With a great rush an increased power to think comes to them, and one of the hard things for little children is that their ideas and wishes and wants and ambitions are too big for them to put into the few words they know, and

yet they do not understand grown-up people's words. So they sometimes get cross. Have patience with them and try to understand them. Do not interrupt their occupations if you can possibly help it.

Beginning to Learn

The body and the mind and the soul of each child need care and feeding. The children have to learn how to live and how to love and how to be clean and how to be clothed and how to be fed. And the way they begin to learn is by seeing and feeling how Mother lives and loves everybody, and manages to have everything and everybody clean and comfortable and happy and at work or at play or resting.

Play

Play is the very life of the child. Play in the open air and sun is the making of the child. Give them interests in the out-doors as soon as you can. How the baby loves to go out-doors!

A Job for Two

Father and Mother are the "High Command." Bringing up children is a "Job for Two." There was always some fun in Mother's day, both at home and abroad, and she always

took a little time to herself in her own room. Mother had the responsibility of the home, and she said it was not too heavy a burden when she had Father to help her and when she got away from it a little while every day. She was always fond of a walk or music or a good book, or a good play at the theatre or some other real fun. She always had a "Refuge of Thought" in her mind. She went to Church. She never would let herself get too tired and so she never was anything like cross. She laughed once when she told us about a poor woman who said "I have not had time to comb my hair for three weeks." Mother's hair always looked so nice.

Learning to Live

About learning how to live—Her children did not have to learn that suddenly, for they began to learn it when they were babies and just kept right on. They knew what "No" meant when they were very little babies.

Mother said not to be trying to make the baby walk for he would walk fast enough when his legs were strong enough, and so he did. When he tumbled down Mother sat right down beside him on the floor and said—"My Baby's All Right"—and laughed and kissed his little soft head and patted his little sturdy legs and

tickled him and baby laughed with delight. If he really bumped his head Mother never let him get frightened about it, but cheered him up and kissed the bump. So Mother's Babies were always Brave. They learned good habits early. She never let anybody tease or frighten them.

Doing for Themselves

Mother says babies are always interested and want to do things—so just let them, as much as ever you can and let them be independent and amuse themselves and that is what makes success in after life. What they do for themselves does them most good.

Mother always made time or took time to play with the baby and the little children. She says you cannot expect to "find" time. You have the whole day and you must make or take time.

The baby always wakes up glad and plays by himself and so do the little children. They have their own toys. But not too many. The Baby's toys are kept very clean, not painted, because he likes to put them in his mouth, and if his toy drops on the floor, Mother always washes it before she gives it back to him.

Never Tired

The baby and the little children are never too tired because they sleep all night long and have a nice sleep in the morning, while Mother gets dinner. In the afternoon Mother says "Now where is my own two-year-old Baby Jane going" and Baby Jane says "Bed." So she does, and sleeps a long time.

Washing and Dressing

Washing and dressing the children in the morning takes both time and patience as well as good management. If the Mother is getting breakfast for herself and her husband at a fairly early hour, it is better to arrange the little children's day so that they sleep until after this early breakfast. If this cannot be done, then the Father is the one to dress them. The great secret is letting the Father have the honour of helping to take care of Baby from the very first.

There should be no hap-hazard about the bathing and dressing of little children. Organize the job. The things wanted should be in order and arranged the night before. Each child's clothes are placed, ready to put on again, in their own place, on their own little hooks. Soap, towels, wash cloth or sponge

should be ready. In the morning the bathwater should be suitably warmed, and the bath, followed by a quick cold sponge and a rub, with much encouragement and soft towelling, is a fine start for the day.

The Teeth and the Hair

Keep the teeth clean as soon as there are any teeth, and teach the child to brush the teeth morning and night as soon as he is old enough.

A very soft brush should be gently used in brushing the hair. Daddy can remember how some stranger scratched his little head with a harsh brush once upon a time when he was not as hard-headed as he is to-day.

" Brush it easy like Papa does," said the little girl to her amateur nurse.

The Nose

The child's nose should always be kept clean. If necessary, a little vaseline or oil on a wisp of absorbent cotton or a soft handkerchief should be used to soften any hard dry discharge and clean it out. A baby nursed by the Mother usually breathes well through the nose; the effort of sucking helps to develop the nasal passages. Children nursed by the Mother are not

likely to suffer from adenoids. They should be taught to use a handkerchief at an early age and to keep the nose clean.

Back to Bed

Sometimes children are the better of a day or half a day in bed. Make it a quiet, interesting, holiday for them.

If the child "does not seem like himself" or if he cannot eat any breakfast or has:—

A pale face,
Nausea or vomiting,
Chill,
Convulsions,
Dizziness,
Faintness,
Eruption or rash,
Fever,
Water running from eyes,
Water running from nose,
Redness of eyes,
Sore or inflamed throat,
Swollen glands,
Cough,

by all means let him go back to bed and rest, and usually it is better to send for the Doctor, especially if the throat looks red. Always look at a child's throat if you think he is not well.

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Plenty of Time

Always give children plenty of time. You do not like to be hurried yourself. Children can't hurry. Their "Reaction Time" is longer than ours. The "Reaction Time" is the time required for the brain to get the message and send it to the hand or foot or whatever part of the body has to do the act. In you, Daddy, it may be about one-twentieth of one second—swift as lightning. But in your little seven-year-old child it may be five or ten times as long, especially if he is tired or threatened or bothered or not quite well.

Instant Obedience

Parents and teachers who talk about "Instant Obedience"—please take notice. "Instant Obedience" in you is about ten times faster than in a child. Wait! Some children in the same family are slower than others. Some psychologists think that boys generally have a shorter reaction time than girls.

Their World

Children are more absorbed in what they are doing than we are. When they "play ships," the floor of the room is the sea. It really is the sea, and it is hard for them to hear you when

you speak to them from your world. They are in another world, a world that they like, and they do not want to leave it. But give them a little time and they will come to you.

Obedience

Obedience is a great thing. An unhappy childhood and a wasted life may be the terrible penalty which the child pays for the parent's failure to teach him obedience. But those who can command have learned to obey. It is the kind, quiet, polite, serene, self-controlled, sympathetic Mother and Father who are successful in teaching obedience—not the angry parent. Never "make points" with a child. Never try to "catch him" in disobeying. Do not antagonize him. Do not give him too many commands. Always make it easy for him to obey. He wants to. Take it for granted. Make everything clear. Be pleasant with him. Respect his feelings and do not oppose his wishes unless it is really necessary. A happy, busy child is usually an obedient child. We cannot expect our children to love and respect us unless we first love and respect them.

Temper

There will be a great deal in your child's disposition and character that you can only gradu-

ally discover. Children have their reasons for their actions. We should try to discover these. Never force the child into opposition. Never, never, never vent your temper on a child. Surely, if you are grown-up, you can control your own temper. You have had—how many years?—twenty or more? to learn how. The baby has perhaps inherited your high temper, but he has been in charge of his temper less than one year and has not learned to control it. Show him how.

Laziness

Children are seldom or never lazy, but they may be ill, and sometimes unhappy and not seldom very shy. Could it be possible that your own child is unhappy and you do not know? Perhaps so. Such things have happened, especially after school age. The only sure way to prevent the tragedies of childhood is to make children happy and to keep so close to them that you can shelter them till they are a little older and stronger.

Difficulties

Difficulties in the life of a child are always a sign of progress. Have some more patience.

The child is Getting on—Growing up—Coming to be Somebody. The character is expanding and unfolding.

Imagination

One great gift which children possess, and which most of us grown-up people have lost, is imagination. Too much cannot be said of the wonder, joy and glory of this gift and of its great mission in the world. It should be protected and cherished. But close to it lurks a duty and a difficulty for you.

Learning to be Truthful

The child has to learn accuracy and truthfulness. How is he to distinguish between "pretend" and "true" things? Childen live in a children's world which is more real to them than our world—the actual world. They like their world better, too, and they get confused between their world and ours. They do not mean to be untruthful but they have to learn how to be truthful. They are not yet able to make clear, sharp distinctions. This is something they have to learn and therefore they should be taught. It is really their first lesson in Science—perhaps. Accept and enjoy their little "pretending." Receive and respect

their confidences about their world. But help them to draw the line between what is actual and accurate and what is "pretend." Let them feel that you know the difference, but be polite to them.

Be Patient

Some children are slow to learn accuracy and need a great deal of help here. Be ever so careful—infinitely careful—not to frighten children into untruthfulness. Long and patient showing and practice of the truth is what is needed—not severity, which does more harm than good. "Work with the grain of the child."*

The Justice of Childhood

Many difficulties in children's lives are best dealt with by themselves. In the main, they will find justice. The only child has an unhappy, unenviable lot. He has no brothers and sisters to help him to "find himself" and no one at all can make up for the loss of sisters and brothers. The large family has the happy times.

The Negative Phase

A troublesome part in the life of some children is the negative stage, where they want

*Margaret Drummond.

to contradict everybody about everything—trying to conduct long, tiresome dialogues in opposition. Perhaps the child has not enough interests of his own. His powers are unemployed and are being "turned in" on himself and on you. The best remedy is to give a good deal of active, intelligent, constructive thought of a non-routine character to the situation and "make a change" of some kind. Sometimes to possess as his own or her own a corner in the attic or the barn—or a tiny room, or a little play-house, where your girl or boy can find opportunities for "self-expression," to use a modern word, will be the wisest plan. We need "elbow-room," whether we are three or thirty-three years of age.

Children's Powers

Children begin one of these days to be conscious of their own powers and then even the Mother and Father must be careful not to "get in their way," or the result may be a hurt mind whose wounds may take years to heal.

They don't want all their difficulties smoothed away—any more than we do. We must all, even the youngest of us, live our own lives, and do our own thinking. It is a poor thing for any of us to try to eclipse or patronize

our own children. Authority is not a weapon to be wielded too often. Say to the child often, "What do you think yourself?"

Family Government

The most perfect form of family government is seen where the children learn, almost from the beginning, to govern themselves. It is a great gain when we can learn to leave children alone—not paying too much attention to them. If we praise, blame or show anxiety or amusement or some other emotion at every word or act of the child, we have only ourselves to blame if he has less common sense and character than his parents would wish.

"I feel like not doing this any more" said a little boy of nine years to his father whom he was supposed to be helping to dig the garden in the spring of 1923, when the frost was not yet out of the ground. His father, who was not quite sure what the son meant, wisely let him "gang his ain gait," saying little or nothing to him about it. He was only a little boy, and after all the great thing was that he felt able to tell his father just how he felt.

Money

Early and wise training in honesty and the use and management of money will be a great

help to children in after years. As soon as they can count a few numbers, they might have a weekly allowance—say a cent to begin with, and a place to keep it, such as a toy bank. Not for buying candy. It is no kindness to give a child money to buy candy. At first, and for a long time, we shall have to help them to keep their cents, and for a longer time, to help them to spend their money. Respect their wishes. Take them shopping with you and give them simple lessons in buying. Let them find out where things come from. They should not be paid for doing things they ought to do. That is bribing —no use and much harm. By and by they can really earn and get money for "value received" by doing things that you would have to pay some one else to do. But we must be very careful about having big or little children work too much. The time is not yet come for them to work.

A regular allowance, no matter how small, may be made the means of real education in buying. Perhaps boot buttons and shoe-laces are among the first things children can learn to buy, and they get great joy out of the buying—proportional to the interest we take in it and the glamour we throw round it and the real importance we attach to it.

Clothing

Happy are the children whose Mother knows how to use her needle. Mending is a great accomplishment. Mother taught all her boys and girls how to darn and knit and sew and mend. Darning and mending were the first things they learned, and soon they would help Mother. The British Navy knows how to mend. When Mother showed the boys a picture of an "Old Salt" mending a pair of pants, they thought it was just the thing for them to do.

Girls' Clothes

Mother had quite a collection of nice simple patterns for children's clothes. Not too many frills or tucks or embroideries, but simple and pretty.

The little girls had soft woollen combinations, a cotton chemise and shirt combined in one pattern, a little petticoat, and a pretty little dress. Hair ribbons were not forgotten nor a nice necktie, under the turn-over collars, for the boys.

Boys' Clothes

The little boys had quite different clothes from the little girls. A nice soft woollen under-

shirt and drawers or a combination. Then a cotton shirt and a coat and knicker-bockers.

Stockings, Shoes and Underclothing

All the children had good stockings and shoes. The shoes had broad low heels, broad spreading toes and the inner (big toe) side of the sole was straight. They fitted well and were comfortable. Mother was very particular about their feet being warm and dry and comfortable.

Mother always had a stock of underclothing ready in spring and autumn, in case the weather changed suddenly. And the warm comfortable night gown, hung up to air on the right peg by each child, was a pleasant sight to see.

Flat Feet

Flat feet, fallen arches and other troubles in after life are caused by unsuitable ill-fitting shoes in childhood, and by lack of exercise for the muscles of the foot, ankle and lower leg. If children do not walk strong and firmly, then let them run barefoot for an hour or so every day on a comfortable rug, or on the green grass in summer. Teach them three exercises:—

1. Running on tip-toe.
2. Tip-toeing along a straight line, such as a seam in the carpet.
3. Picking up marbles with the bare toes.

These are all good exercises for strengthening the muscles.

Clothing and Health

Hands and feet must be kept warm, but it is by exercise and good circulation of the blood that the body is kept warm, not by weight of clothes. Tight bands or belts, garters, and tight arm-holes all interfere with circulation and should never be used. The good effects of sun and air are being more and more understood by all sensible people, and while good sense should always be used about children's clothes, and they should not be exposed to cold unless comfortably clothed, especially the hands, wrists, feet and ankles, there is no doubt that the effect of direct sunlight on the bare skin, as of the face, arms and neck and legs is beneficial if the weather is not too cold. The short ultra-violet rays of the sun which are so health-giving do not pass through glass. Let the children out to play, and don't bundle them up too much.

Air, Sunlight and Sleep

As for fresh air and sunlight and plenty of sleep, and being out of doors every day as much as possible, unless the weather is very bad, these are just as important as can be to children.

EXERCISE IN WINTER. R. R. Sallows.

Even food is not more important than these things. The baby sleeps at first about 22 hours out of the 24, and the little children should get about twelve hours at night and three or four more by day. At twelve years of age, children should have about eleven hours of sleep, and at eighteen, nine hours is much better than eight. Children grow chiefly while they are sleeping or resting. Tired, sleepy children do not get on well. All the rooms in a house should be well ventilated night and day, and the sun should enter all the rooms.

Teeth

As soon as a baby's teeth appear they should be cleaned twice a day with a clean soft handkerchief and later on with a soft baby's toothbrush. The child should be carefully taught to chew food and should have some hard food at every meal. Pulpy foods are not the best. Children should be taught to clean their own teeth as soon as possible, and should always do it morning and evening. Dirty teeth decay. Strong, good teeth, which can resist decay are really made by the Mother's good sensible diet before the baby is born, and by the Mother's milk which nourishes the child for the first nine months of life, and then by the proper diet of the child.

Growth

Growth is most rapid at the time when the permanent teeth are coming, about the age of 6 years to 9 years, and then again about the age of adolescence, about 11 years to 13 years for girls and 14 years to 16 years for boys, when first the height and then the weight are rapidly increased. At this time great allowance should be made for children. When they are growing rapidly they should not be burdened unduly with lessons or anything else.

Carriage and Posture

It is at these times that we need to help them to acquire by example, by exercise and by habit, a right and beautiful way of holding themselves when sitting, standing or walking. The easiest and most comfortable way to stand and sit is the right way. First of all, the head should be held up, so that the neck and shoulders will be comfortable and not cramped or strained. The shoulders should be held back, so that there will be a curve from the shoulder on each side to the backbone in the centre. The chest should be held high, and not allowed to sink down, and the abdomen should be held back. Stand close to the wall so that the toes of your shoes touch it. Then the chest, if you are standing

correctly, will barely touch the wall, and the abdomen will be just clear of the wall. This is the correct position to teach the children. Teach them also that when they sit the feet should rest from heel to toe on the floor, the thighs should be straight, supported by the seat, and the lower part of the back should be pressed firmly against the back of the chair.

If a child is always stooping over his book instead of sitting up straight, there must be a reason. Have his eyes examined.

Proper clothing has a good deal to do with correct posture. No straps or braces should rest on the point or movable part of the shoulders, but rather near the root of the neck.

The results of good care, especially good regular meals, play and exercise in the fresh air and sun, plenty of sleep and rest, good ventilation, the prevention of the so-called children's diseases, are seen in the free, easy and erect carriage and movements of children. Children should never be kept, even by the parent or teacher, standing or sitting still too long in one position. They need to move much more than grown-up people do.

At Meal Times

In happy homes the members save up all the little stories and things of interest in the day

to tell at the table where everyone can hear and enjoy them, and no unsuitable or unpleasant subject is allowed to be mentioned at the table.

It is a great education for the children to be allowed to eat with their parents, and learn how to eat slowly and properly, how to chew thoroughly, how to use knife, spoon and fork, how to control the appetite and avoid greed, how to be unselfish and considerate and polite to others, and how to speak and listen.

Teaching to Eat

Of course children have to be taught to eat. When a little child has a few teeth, take him on your lap some day or set him in his high chair and sit down opposite him. Now get his attention and play a game with him by using your muscles of mastication vigorously, getting him to imitate you, thus teaching him to chew. Teach him to eat slowly and eat slowly yourself. Go on with these lessons till he knows how to chew his food and has formed the habit of doing it by himself.

Feeding the Family

One of the most far-reaching and important household duties is the feeding of the family. Simple, nourishing food is always the best and

variety is desirable, but the children should be taught gradually to acquire a taste for different foods that are nutritious and necessary.

Children need a good hot meal at mid-day. If possible, they should come home for this meal. If not, a hot lunch should be provided at school. As a rule they do not need food between meals.

There is a special value in milk, butter and other dairy products, eggs, green vegetables and fruit. They contain certain vitamins which are necessary to health and growth. To keep us well, we must have these foods: and meat or fish once a day if we can and cereals.

Milk

Milk is by far the most important food for children. It has in it all the different things that children need for nourishment and growth. It is our greatest protective food. "A family of five should buy three quarts of milk before they buy meat." Five things should be remembered in giving milk to children,—

1. Good Milk.—The reason that milk is so good for food is that the cow eats green grass and herbs, and gives them to us in her milk in the form of an almost perfect food. This is called "Summer Milk." But if, when cows are

shut up in stables, they do not get some green food every day, then their milk soon loses its value as food. So we must see that our cows are properly fed, or if we have no cows of our own, we must get our Medical Officer of Health to see that the mik-men sell good milk.

2. Keep it Clean.—The greatest care should be taken to have all food clean. This applies especially to milk. Milk should be pasteurized, kept cold and covered and carefully handled.

3. A Quart a Day.—Children need a good cupful or more of milk at every meal and a total amount of about a quart a day. Counting milk given with oatmeal or other cereals, or in the form of bread and milk, or in soups, gravies, custards, junket and puddings, or by cooking rice and other things in milk, about a quart can easily be taken. A little good ice-cream may be given to children about 2½ or 3 years old.

4. Sip Milk Slowly.—Milk is a solid food about one minute after it has been swallowed, therefore, it should always be taken in small mouthfuls or sipped.

5. Flavour to Taste.—Children can learn to like milk. Those who think they do not like it can often take it well if it is diluted, salted, or given with a flavouring of cocoa or in milk soup.

Teaching the Baby to Eat

The baby has learned a good deal already about eating and from ten to twelve months, if he is doing well, he has been getting cereal jellies and other things. Make haste slowly. Do not go on to another food till he has acquired the taste for the last new one and made a success of it.

Bread and milk, thin bread and butter, crisp bread and toast or biscuit may be given one after another from 9, 10 or 11 months. Let him play with a crust or a "drum-stick" of a chicken, or an apple when he is about 9 months old. A little bit of a baked apple or a baked potato with butter or a little gravy may be given from 10, 11 or 12 months. A little of the yolk of a new-laid egg from 11 or 12 months. A little scraped beef or a morsel of chicken, if he chews it well, from 13, 14, or 15 months and a little later a morsel of fresh fish cooked in milk.

Custard, corn-starch, rice or fruit jelly with cream and sugar from 14, 15 or 16 months. Milk toast and milk and cream soups about the same time. A little good stewed fruit or a small piece of a ripe peach in season may be given from 15 to 18 months.

Cereals, such as oatmeal or cream of wheat, boiled for three hours or more may be tried for

children about two years old but children sometimes do not acquire the taste for them till three years or even later. Eggs in many different forms may be given from two to three years of age. Sometimes children one year old or a little younger can take eggs.

Soups

Vegetable soups are made from cooked vegetables, finely chopped or strained, and skim milk with a bit of butter, or whole milk, slightly thickened. Almost any vegetable may be used. The following are the quantities:—

2 cupfuls of milk.

1 tablespoonful of butter.

1 tablespoonful of flour.

½ teaspoonful of salt.

⅔ cup of thoroughly cooked vegetable, finely chopped, mashed or put through a sieve.

Make a smooth paste out of the flour, salt, and a little milk. Heat the rest of the milk, add the paste and boil for about five miuntes, stirring constantly, or cook twenty minutes in a double-boiler, stirring all the time, especially at first when gradually adding the other ingredients.

Besides milk and butter, bread and other foods, a child needs an egg, soft-boiled, or a small helping of meat, fish or poultry once a day.

Water

The children require three drinks of water a day—before breakfast, in the middle of the morning, and in the middle of the afternoon. So do you. Do not give children ice-water.

Vegetables

You cannot do without green vegetables. They are of great importance to your health. They should be thoroughly washed before cooking. In the form of strained soups or purees they may be given to children as early as the first year or even earlier. A child should learn to eat many vegetables. At three years of age he may have a small portion of any vegetable, properly cooked and prepared, except cabbage and turnips. Do not serve potatoes at every meal.

Fruits

Fruit juice, or the juice of a tomato, is a valuable food for children and may be given at about one month old. Begin with half a teaspoonful. Orange juice, or the juice of apples

or of prunes is good. A ripe apple may be given to a baby at ten or twelve months. Peel a little bit and let him try his teeth. By and by try a small piece of a ripe peach in season. Raisins, dates and other fruits are also good for children of five or six years if they chew their food well.

Solids and Liquids

Give some hard food at every meal and see that the children chew it well. Children's food should not be too dry but they should never be allowed to "wash down" their food. At the end of the meal is the best time for taking a little liquid. A cup of milk may be taken with other food, a sip at a time, and then finished at the end of the meal. A little sugar may also be given at the end of the meal.

Comfort at Meals

Never allow the children to be disturbed or distracted at their meals. Make them happy at meal-time. Stay beside them and see that you and they give undivided attention to the business in hand. Make the food interesting and make them interested in it by various little plans.

Recreation

Games, sports and organized recreation under proper conditions are most important. Do not forget to give children their birthright of play, beginning in babyhood. Teach them to play and play with them.

The Foundation of Character

In the growing time, and most of all in the first ten years, deprivation of food or wrong feeding stunts and spoils the child's development. In the same period, when the child's character is being made, lack of nourishment for the mind, soul and spirit has the same disastrous effect and the mistake can never be repaired. The growing time never returns. Youth has faith, teachableness, imagination and other gifts of greatness which are only given once, and which, if not cherished and used, wither away without bringing forth the flower and fruit of good character and citizenship, in Home and Church and Country.

Food for the Mind

Home is the place for nourishment and refreshment and there must be food for the mind as well as for the body. Children should have a chance to know, love and respect books.

LEARNING TO LOVE BOOKS. W. J. Turnbull.

Stories, poetry, biography, history, are the joy of youth. The memory is quicker, the imagination more active—they can see some things better now than they do when they get older. Give them a chance. Give them a chance too, to go to the Church of their Father and Mother and learn to love it.

Protect the Child

For the sake of the soul and spirit, as well as for the sake of the mind and body, great care should be taken to protect the child. Vulgar, thoughtless, ill-bred or cruel people will tease or frighten a child. Never let such persons speak to your children at all.

Moral Education

Of school education we do not here speak. All the Provinces of Canada have good schools for their children, which we are all hoping to make better still. But there is a very great part of education that can be given only in the home. Mother always was learning and so the children were always learning too. She never stopped learning. When the children were all big enough to go to school she had more time to give to many interests of her own, which she had never quite dropped. But there are greater things than learning, grand as learning is.

Ideals

To love the truth and follow the right, to do justly and love mercy, to listen to conscience, to be unselfish, kind and affectionate, to fear God and honour the King, to respect and reverence and remember high standards, noble thoughts, and great traditions of home and service and sacrifice—these are learned at Mother's knee and from Father's way and word. It is never too early to begin.

Be Prepared

Have few rules, but good rules, and keep them. Our No should be No. Help children to meet and overcome temptation. The way to teach them to be truthful is to be truthful ourselves. The way to teach them to be honest is to let them be sure from babyhood that some things belong not to them, but to others.

Keep Their Confidence

It is specially important to take great pains to deserve—and preserve—your children's confidence.

School Temptations

Children, when they go to school, are often told by other children things that they would be

better not to know about till they are older. Perhaps you should have a happy, but serious little talk with them before they go to school, so that they will be prepared. Encourage them by assuring them that Mother and Father know all about it, and will tell them all about it whenever they want to know, but that they better run away and play if other children begin to tell them things that are not nice.

Where Do Babies Come From?

A few simple, well-chosen words and a perfectly truthful, thoughtful and polite answer to questions such as "Where do babies come from?" are all that is necessary. We should answer the question from their point of view.

It is a natural question. What they mean is " Where did I come from?" And really perhaps they have a right to ask us that question. The answer should be as natural as the question, and as noble as our highest conception of human life.

The Right Road

Children who keep the instinct to " Ask Mother " or " Ask Father " are on the Right Road.

School Age

"The sun is shining on the hill
Where I must leave my child to-day,
To learn Thy work and do Thy will.
So may Thy face upon him shine,
Kind Master; do not let him stray,
He is but young and tender still
And scarce to walk alone has skill.
Speed Thy small servant on his way,
My part is done, I must not stay.
Here! take his little hand from mine
And hold it safelier in Thine.

'Midst toil and soil of bustling mart
Thou didst entrust him to my care;
Now 'tis Thy will that I depart,
Thy treasure back to Thee I trust
To keep unblemished, pure and fair.
He will not need me where Thou art,
Yet, oh! with what a troubled heart
I turn my back on his bright hair,
And to my lonely house repair,
Doing the joyless thing I must.
Forgive me, Lord, Thy will is just."

—L. Reedley.

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